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NATIONAL VOCATIONAL GUIDANCE ASSOCIATION BULLETIN

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New England Vocational Guidance Association

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—— CONTENTS ——

I. Announcement of the Coming Annual Convention and Detroit Meetings.
II. Proposed Amendment to the Constitution of the United States Prohibiting Child Labor.
III. Report of the National Vocational Guidance Session in Boston.
IV. Special Phases of Vocational Guidance for High School Girls. Elizabeth Cleveland, Secretary, National Vocational Guidance Association.
V. Vocational Guidance in the Junior High School. Prof. Leonard V. Koos.
VI. Bulletins of the Junior Employment Service.
VII. Notes from the Field:
New York ..... I. David Cohen
Washington ..... J. Tandy Brown
Minneapolis .....
New England ..... Laura F. Wentworth
VIII. The Late Eli W. Weaver: An Appreciation ..... Frederick J. Allen
IX. Officers and Trustees of the National Vocational Guidance Association and Branch Associations.

ANNOUNCEMENT OF THE COMING ANNUAL CONVENTION AND DETROIT MEETINGS

The annual convention of the National Vocational Guidance Association will be held in Detroit in conjunction with the National Association for Vocational Education, the American Home Economics Association, and the Vocational Education Society of the Middle West.

In accordance with our policy, decided upon last year, to meet occasionally with vocational education groups and other allied organizations, the trustees have considered it wise to hold our annual conference at this time. This does not mean, however, that we shall continue these joint meetings, or that the effort to affiliate with the department of superintendents of the N. E. A. will be abated.

Speakers of national reputation will conduct the general conferences and the section meetings will be in charge of people foremost in vocational guidance and education in the country.

Interesting visits to Detroit's fine public schools are planned, with special emphasis on inspection of the Cass High School which provides the last word in technical education for boys and girls.

Although the meetings of the National Vocational Guidance Association itself do not start until Friday, December 1, everyone is urged to be present for the full four days so that you may miss none of the new and important subjects up for discussion. A complete program will be sent you soon.

The Statler Hotel is official headquarters and special railroad rates have been secured.

Don't forget! Detroit, November 29, 30, and December 1 and 2.

Following is a preliminary statement of the program of the Annual Convention:

CONFERENCES.
SECTION MEETINGS.
GENERAL DISCUSSIONS.
SPEAKERS OF NATIONAL REPUTATION—AS USUAL.

On account of the vital interest of all subjects up for discussion, you are urged to attend the full four days.

HARVARD COLLEGE
Mar. 31, 1926
LIBRARY

THE SPECIAL CONFERENCES OF THE NATIONAL VOCATIONAL GUIDANCE ASSOCIATION START FRIDAY, DEC. 1

Miss Mary Stewart, in charge of Junior Work in the U. S. Employment Service, will preside over Placement meetings.
Edward Rynearson, of Pittsburg, is chairman of the High School V. G. section.
Dr. Ruth Swan Clark will direct discussion of Psychological Tests.
AMONG THE SPEAKERS WILL BE MR. HARRY D. KITSON, MRS. HELEN T. WOOLLEY, MISS DOROTHEA de SCHWEINITZ, MISS ANNE DAVIS, MISS EDITH CAMPBELL, DR. JOHN M. BREWER, and MR. BRYCE M. STEWART.

Special railroad rates have been secured

Convention Headquarters: Statler Hotel
MAKE YOUR RESERVATIONS NOW!

A preliminary program will be sent you shortly.

Your dues—$1.00—may be sent to

DR. ARTHUR L. PAYNE
Bureau of Vocational Guidance
Harvard University
Cambridge, Massachusetts.

PROPOSED AMENDMENT TO THE CONSTITUTION OF THE UNITED STATES, PROHIBITING CHILD LABOR

The National Child Labor Committee has taken the lead in preparing the proposed amendment to the Constitution of the United States which will permit the Federal Government to regulate child labor. The amendment was first proposed in the United States Senate on July 26th by Senator Medill McCormick of Illinois. It is proposed in the form of a joint resolution by the Senate and the House of Representatives. The text of the article is as follows:

"Article—. The Congress shall have power to limit or prohibit the labor of persons under eighteen years of age, and power is also reserved to the several states to limit or prohibit such labor in any way which does not lessen any limitation of such labor or the extent of any prohibition thereof by Congress. The power vested in the Congress by this article shall be additional to and not a limitation on the powers elsewhere vested in the Congress by the Constitution with respect to such labor."

The amendment has been referred to the Committee on the Judiciary, the membership of which is as follows: Senator Knute Nelson of Minnesota, chairman; Senators William P. Dillingham of Vermont; Frank B. Brandegee, of Connecticut; William E. Borah, of Idaho; Albert B. Cummins, of Iowa; LeBaron B. Colt, of Rhode Island; Thomas Sterling, of South Dakota; George W. Norris, of Nebraska; Richard P. Ernst, of Kentucky; Samuel M. Shortridge, of California; Charles A. Culberson, of Texas; Lee S. Overman, of North Carolina; James A. Reed, of Missouri; Henry F. Ashurst, of Arizona; John K. Shields, of Tennessee; Thoms J. Walsh, of Montana.

The following account of the way in which the amendment was prepared and the personnel of the committee which is pushing it are taken from the August Number of the "American Child."

"The McCormick resolution follows the wording of the draft amendment agreed upon after several successive meetings of the Permanent Conference for the Abolition of Child Labor, which was formed in Washington in May, after the decision of the Supreme Court declaring unconstitutional the federal child labor tax law, by representatives of numerous labor and civic organizations interested in child welfare. The following are among the organizations represented in the Permanent Conference: General Federation of Women's Clubs; National Congress of Mothers and Parent-Teachers Association; National the federal child labor tax law, by Nursing; National Women's Trade Union League; Service Bureau; National Council of Catholic Women; National Council of Women; National Women's Relief Society; National Board of the Y. W. C. A.; National Council of Jewish Women; American Association of University Women; International Committee of the Y. M. C. A.; Children's Bureau, Department of Labor; Women's Bureau, Department of Labor; American Association of Labor Legislation; Federal Council Churches of Christ in America; The Public Education and Child Labor Association of Pennsylvania; American Federation of Labor; and the National Child Labor Committee.

The steering and co-operating committee consists of Samuel Gompers, Mrs. Florence Kelley, Miss Matilda Lindsay, Frank Morrison, Mrs. Maud Woods Park, Matthew Woll, Mrs. Glen Swiggert, William Green, Miss Grace Abbott, Thomas F. McMahon, George W. Perkins, Congressman John I. Nolan, John J. Manning, William H. Johnston, Mrs. Thomas G. Winter, and Owen R. Lovejoy.

The committee hopes that all those interested will communicate with Senator McCormick and with the chairman of the Judiciary Committee. It is especially desirable to communicate with the senators from your own state.

Here is an opportunity for you as a worker in vocational guidance to exert an influence upon important national legislation.

REPORT OF THE NATIONAL VOCATIONAL GUIDANCE SESSION IN BOSTON

National Vocational Guidance Association
Monday, 3 o'clock, July 3, 1922
Wentworth Institute, Boston

Section Meeting of the National Education Association Annual Convention

Chairman, FREDERICK J. ALLEN

President of the New England Vocational Guidance Association

Harvard University, Cambridge

A Vocational Guidance Program Which Any School Can Adopt

JOHN M. BREWER, Harvard University.

Vocational guidance can be begun by a school with the meagerest of resources. Any school can begin by relating its curriculum to the vocational needs and opportunities of the region it serves. Even the simple beginning of the manual studies can be made through collecting a small equipment of tools and through co-operating with the older pupils of the school in experimentation by the children in simple farm and home projects. A class in occupations is no more expensive than classes in geography, and can furnish children with the educational guidance they need and with an opportunity to discuss the characteristics of a number of specific occupations and the other problems of the occupational world. In helping children to choose an occupation any teacher can find time to sit down with individuals and help them consider the possibilities. Vocational education is not easy to provide without expenditure of money, though something can be done on a part-time basis. Any active, conscientious teacher can help children in the important step of securing work and in making the readjustments necessary to secure a satisfactory standard of living.

Home Problems in Relation to Vocational Guidance.

ANNA B. PRATT, The White-Williams Foundation, Philadelphia.

In the beginning of the vocational guidance movement it seemed a simple matter to guide an individual into a vocation exactly fitted for him, but as we learn the complexity of both industry and personality, we feel the inadequacy of giving the child a term or two of vocational information followed by a personal talk.

When the day comes that the tests for emotional reactions and special abilities are developed to the point of the intelligence tests, we may from them get such an adequate picture of the child that we can advise him in our interview. Until then we must reach back from his school into his home and neighborhood to get the material for building up our knowledge of the whole child.

So much time is required for this study that we have to begin before the child leaves school. We soon find that educational is the foundation of vocational guidance. Farther and farther back into the school we are led, because there are always children in the earlier grades leaving for work and we can do little for them unless we find them before they have become failures.

Thus today there are no short cuts to vocational guidance. So much is included in that term that it is a question whether one person can have all the technical knowledge of industry and personality which is adequate for the guidance of our child from the time he needs educational advice until he is placed in his chosen occupation. For some time to come our study will have to include the problem of a satisfactory division of labor in this field as well as the best methods of educational and vocational guidance and placement.

Cumulative Record Card.

M. EDITH CAMPBELL, Director, Vocation Bureau, Cincinnati Public Schools.

Cincinnati began the use of the Cumulative Record Card in 1919 through the work of Mrs. Woolley. The card is a comprehensive record of the academic, physical, and social life of the child attending the elementary schools. The academic record begins with the third grade, the social with the fifth, and the physical with the first physical examination.

Accompanying the card, a manual of instructions is given to each teacher, explaining in careful detail the use and purposes of the card.

For many years the lamentable defect of the public school system has been the inability to deal with the child's individual needs and ambitions. To some extent this defect has been due to a lack of knowledge on the part of the teacher of the child's life presented from the social and physical as well as the academic side. A continuous record of the child will give this knowledge and will enable those who are attempting to teach and guide the child more effectively to assist him.

The cards have been found of great value in furnishing information about the social background of the child and hence in giving much needed information for vocational guidance; family rehabilitation has often been accomplished through their use; important changes in the child's curriculum have been suggested

from the card's information; and a volume of data is being secured which will be used to interpret the educational process.

The card is kept in the schools during the child's normal progress through the grades. If he leaves school to go to work the card is sent to the Vocation Bureau, where this fund of information is at the services of those who are making placements, issuing employment certificates, and giving eductional and vocational advice.

Placement.

MARY STEWART, Director of Junior Division, U. S. Employment Service, U. S. Department of Labor, Washington.

Placement is an educational process, an inseparable part of vocational guidance, which ought to furnish data and help to guide the child from primer to placement and on through employment experience. That this important task may be efficiently done, as much standardization of method and publicity of results as possible are to be desired. The first steps of children in industry are difficult ones. The world entered by Alice through the Looking Glass is no more topsy-turvy than the one the working child enters through the Placement Door. Men and women must be trained for placement personnel, and both sexes must be represented in the staff to carry on this important service. Opportunities for research are richly provided through the right kind of the placement work.

Contribution of the Psychologists to Vocational Guidance.

RUTH SWAN CLARK, Vocational Service for Juniors, New York City.

Dr. Clark presented new data and conclusions drawn from her investigations in New York City. She presented tables of distribution of intelligence quotients in terms of a middle fifty per cent distribution for groups drawn from a number of high school courses. On the basis of these data a very important table was constructed giving a tentative statement of the chances of success for children entering various kinds of high schools on the basis of general intelligence. On the basis of these data the child may be advised in the matter of further education, and different kinds of schools or rapid advancement may be suggested. An extended study of intelligence quotients comparing the entering and graduating groups in the various kinds of schools has furnished very important material for educational and vocational guidance. Promising beginnings have been made in clerical tests, non-verbal tests, and tests in mechanical ability.

SPECIAL PHASES OF VOCATIONAL GUIDANCE FOR HIGH SCHOOL GIRLS

ELIZABETH CLEVELAND, Detroit, Secretary of the National Vocational Guidance Association

Any thoughtful survey of our public school systems from the point of view of the nature and needs of girls will reveal that there are still some spots where programs built originally to fit the nature and needs of boys will not quite do. We have made the old mistake of those who struggle for their rights—the mistake of confusing equality of opportunity with uniformity of procedure. We have been so interested in demanding that education recognize the new standards of equality for men and women that we are in danger of failing to take into account the few differences that remain. And some of these differences are fundamental and were differences in the cave. Katherine Fullerton Gerould in the current Harper's remarks: "Though I am still a last ditcher on the equality of sex in intellect, I cannot but see that the Cave still gives to some extent, the law of life." To fail to take this into account in education is of course a weakness. In the field of vocational guidance this weakness appears—most irritatingly sometimes—in a persistent ignoring of the fundamental difference between the boy's and the girl's point of view—the attitude toward vocation. It is not so much an ignoring of the situation itself as of the need for any constructive policy based on the situation. Of course, we all admit that the boy enters into a vocational plan with the hope of permanence, the girl tentatively. We realize that this difference arises from the attitude of society, which has decreed that the man's vocation shall not be interfered with by his marriage, but the woman's shall, in most cases, be abandoned. We grant that the girl can hardly be expected to enter as whole-heartedly as a boy into her vocation, when she has all the time in the back of her mind the possibility that she will never need to practice it and often only a sort of safety-first motive in preparing for it at all.

But we have not in our actual programs of vocational guidance for girls either recognized or made provision for this fundamental difference of approach, and the purpose of this paper is to show that such recognition and provision is possible, and is foremost among our practical needs today—that after we have done for girls all that we do for boys in vocational information, in testing, in counseling, in placement, in follow-up, we have still to reckon with the delicate task of forming in our girls a worthwhile attitude toward life and work.

To begin with we must face the fact that society demands of the girls a double preparation. We can say that some will marry and some will not, we can even say roughly what per cent will marry, but we can't say which ones will marry, and we can't say which ones will want a permanent job. The only safe prediction we can make is that the majority will marry and will also engage in some wage earning vocation either before, during, or after the time when home-making or child-rearing is an active interest, and the only reasonable solution is to prepare every girl for both kinds of life. Our groupings of girls should be very carefully scrutinized to avoid the danger of sacrificing this double preparation to fancied needs of organization. And lest this seem too obvious a proposition to need assertion, let me quote a question that was asked me by a well-known educator who was arguing for sharply defined grouping: "Don't you think," said he, "that most girls, when they are fourteen or fifteen, should have made up their minds, in a general sort of way, whether they prefer to marry or devote themselves to some vocation?" After that experience, I have felt it a necessary warning to state that you may arrange all the "commercial," "industrial," "home-making," "professional" groups you like, but you can't make the girls, the human element, stay put. You may solemnly require the dress-making class, for instance, to state whether they are taking the subject for vocational or home-making purposes, but their answers won't tell you anything. You must make your program to fit their dilemma, however great an inconvenience it spells for you, however great a handicap you believe it spells for them. You must lead them to accept it—to say "I shall have to be able to do this and this"—rather than "I may have to do this or this."

Granting then that the idea of double preparation is the first requirement, the second is that any intelligent guidance should emphasize a professional type of home-making.

I doubt whether there exists anywhere any school, college or university at which the full course of training for a director-general of the home can be had. I doubt whether any aspirant for the post of director-general of the home can be had. I doubt whether any aspirant for the post of director-general ever thinks of acquiring ten per cent of the proper qualifications. I am quite sure that the large majority of the aspirants do not in fact acquire five per cent. A special education extending over three years would not be too much for the occupation.

The failure to develop this professional attitude toward home-making is one of the most obvious faults in our present scheme of education for our girls. The fatal philosophy that the place for home-making education is in the home has condemned the training for this most basic of vocations to the old barbarous, cumbersome, generation to generation method and prevented until comparatively recently the intelligent using of accumulated experience for group transmission, testing, and improvement. This laissez-faire method is particularly disastrous in child-care, fostering a very general lack of understanding of the needs of little ones under school age, so that the kindergarten finds them already sadly handicapped.

"I've been trying to bring our baby over for you to see," remarked Anna in my evening school, "but the darn little thing goes to sleep on me every night when it's time to start. She's only six months old and she spills tomatoes all down her front too cute for anything. And you ought to hear her holler when we quit feeding her sweet potatoes."

And all around us in our cities we see these unfortunate babies, devouring pickles and bananas in their go-carts, late at night falling asleep in crowded street cars, or pitifully wide awake at the movies. We know that they are objects of love and hope and sacrifice and that the trouble is simply that their parents are untrained. We are so used to it that for the most part we accept it as something we are powerless to prevent.

But the demand is growing more and more insistent that girls be properly trained for home-making and the care of children. Such experiments as the Merrill-Palmer Nursery School in Detroit will undoubtedly make a splendid contribution to this kind of training. Vocational guidance programs should aim to develop in girls a desire for such training and an intelligent professional attitude toward the problems of home-making.

And the third requirement is that guidance toward the wage earning vocation be so directed as to make the girl see how the training and practice will function in whatever kind of life she is to lead. Anyone who has given much consideration to the mental attitudes of girls must realize how many of them have a confused sense that if they marry, the time and money spent on preparation for a wage-earning occupation has been wasted. "My father would send me to business college," remarked one girl doubtfully, "but I'd hate to take all that money off him and then maybe get married on him." A girl employed in a department store, on entering our continuation classes, remarked, when the program of studies was explained to her: "I'll take anything but salesmanship. I'm not behind the counter for my health and I'm

not going to be there a minute longer than I can help and I don't care to learn anything more about it. I've got a beau." When it was explained to her that salesmanship would help her to develop an attractive personality, a useful knowledge of materials, and an easy method of dealing with people, including perhaps the beau, she entered into the work with enthusiasm. Granted that a girl must be guided to choose and prepare for a vocation with the same seriousness of purpose as a boy, we must remember that one factor in such guidance is to make her realize not only that her economic independence releases her from an undesirable subjection, but also that whatever training and practice she has had in any vocation is not lost if she decides to give it up, but does its part in making her a better wife and mother. A girl who has once grasped the idea of permanence in the values to be gained from preparing for and practicing a vocation will form habits of work that will safeguard her forever from the purposeless drifting which is so easy for women to slip into, and which so often condemns to a tragic futility what might have been an effective personality.

But the task of developing worth-while standards in our girls today is immensely complicated by the fact that our society as a whole has no clear conception of the "place for women." Had we lived in ancient Greece or Puritan New England or Victorian England we should have had a picture of our ideal lady clearly visualized to present with confidence to our young girls. Today we have abandoned many of our old ideals and have not yet clearly defined new ones. When we picture these eager young things listening to the voice of society, we are sorry for them because the voice is so confused. Here is a standard that tells them a girl should regard economic independence as a prudent precaution in case of possible unfortunate necessity, and here is another that warns them that a girl should regard economic independence as a vital and fundamental necessity to her proper development. One authoritative group asserts that women should be trained to consider home-making their best possible contribution to the world's work. No outside work should interfere. No modification can furnish an acceptable substitute for the mother in the home. Another authoritative group declares that women should be trained to contribute to the world's work whatever service they are best fitted for—home-making should not interfere even when there are children. The homes of the future will be modified to make this possible—are already undergoing modification. They observe in support of one set of arguments cases of homes and children neglected because mothers work, cases of breakdown of woman's physical strength or of normal family life; and in support of the other—cases of success of women in industry and professions, even those who also manage homes—cases of children better cared for by school lunches, trained play leaders, etc., than by incompetent mothers.

But how far they are heeding these voices and allowing them to influence their own ambitions and ideals is another thing. When we come to an actual study of their reactions we are aghast at how little they seem to realize their destiny as pathfinders. Such studies are easier to make with cruder types, who, when you have their confidence, will express themselves more freely than the more sophisticated, though they are all, of course, "sisters under their skins." With a view of determining the main interests in the minds of girls attending our part-time class, this question was asked last year of 100 girls in continuation classes: "If you could have any kind of life you wished, what would be your choice?" Here are some of the more entertaining of the answers:

"I would like to have a better position and more money so that I can get nice clothes and help support the family."

"My greatest wish is to be an experienced stenographer and have a nice boy friend."

"I want to be full of life and have lots of friends and enjoy out of door sports. When I go out to such places I would like to have nice clothes."

"I would like to have a better position than being a waitress. And have a nice home of my own. Go out all I want to and not have anyone to stop me."

"I should like to be, in my later years, a home-making girl, have a good husband and 3 children, with a home of my own."

"I wish, if only my wish could come true, I would like a nice educated husband with ample funds and nice pretty children with also a pretty home with flowers everywhere. I only wish that we could always have a happy home. Oh, how happy I would be if my wish would only come true. Lots of pretty clothes and a cozy home."

"I would like to have a nice home, and live in Washington, D. C., and I would also like to spend my honeymoon in France."

A study of all the answers showed that anything we should call ethical standards regarding work and service existed, if at all, in a very rudimentary state. What they are seeking is simply joy of life—a good time. If they are listening at all to the voice of society, it is the warning that they must be attractive, which speaks loudest. Not long ago, as years are measured—a thousand years and a

million miles away in terms of changing standards—one of our popular women's magazines published a page of letters from the young men of a university graduating class on "The Kind of Woman I Want to Marry." Of course they were intelligent young men—some of them even went so far as to say that mere beauty was not enough—none of them said in so many words that woman's place was in the home, but the ardent maidens whom one could picture falling eagerly upon the helpful page could read very plainly the requirements for admission into the desired class, the type of woman who would be chosen as wives, a type frankly designed for the pleasure and comfort of man in his house of ease.

"Intelligent enough to be a pleasing companion," ran the list, "not aggressively clever," "a good listener," "agreeable company," "amusing," "sensible," withal and sometimes "a good cook," possessing "nice manners," "enough, not too much education," and above all, charm. And amen and amen, one could imagine the maidens sighing, for indeed, they had known it all before and had always more or less consciously tried first of all to please. "If it please the king, and I have found favor in his sight, and the thing seem right before the king, and I am pleasing in his eyes!" And this desire to satisfy the hearts of men is right and fundamental and cannot be otherwise. But for value received the man contracted to relieve his woman of care and responsibility so far as he was able. The standard toward which a man strove was to be able to support a woman in luxury or at least in idleness. Until yesterday the ideal lady was a creature who had no weightier obligation to society than that of exercising charm. I am not denying that this was weighty indeed, that acquiring and keeping charm is an arduous vocation. Like the trying conditions of the mermaid princesses in the old fairy story, whose high rank was indicated by the number of oysters they wore attached to, and pinching their tails, the way of the charmer is hard. To her is appointed the long dull evenings of being an enraptured listener, the tedious hours in beauty parlors, engaged in what she patiently calls keeping her husband's love. I am not disputing the difficulty of the job. But we are dealing with attitudes and ideals, not with actual conditions. The fact that the ideal state of perfect lady was attained by only the very few has nothing to do with its remaining the ideal. Today this ideal is changing under our eyes and we are beginning to see that there are things we can do to hasten the change. We need not always wait for the slow and costly development of a standard. We can so present the better standard that it will be accepted if only we know how to go about it.

We cannot preach doctrines, but we may propose problems. "Ethics," says Sir Henry Jones, "can be taught by one method only, namely by a method analogous to that of the mathematician. The mathematical text book is not so much a collection of doctrines as a system of problems for the learner to solve." The problems arising in the field of vocational guidance offer splendid opportunities for the testing and comparison of ethical standards. There are standards of selection—shall we choose a vocation because the work is easy, remunerative, enjoyable, or because we regard it as socially desirable, or an opportunity for service? There are standards of promotion. A well known factory made a definite policy of looking into the home conditions of its employees and taking need into account in making promotions. In some places experience counts more than efficiency, in others it is well to have a "pull." Girls will ask for raises "because I've been there two years already," "because I'm sixteen now," one said. "I got to have a raise. Our alimony has given out." There are standards of personal relationships — involving conduct toward executives, equals, and subordinates. Frances refuses a forewoman's job lest it make her unpopular with the "bunch." Mamie wants to know why it is "out of the way" to go to supper with the boss. There is a body of standards peculiar to each occupation—a code of professional ethics and etiquette more or less vital and significant. And there are standards of adjustment with other life values, with health, home education, recreation, and citizenship.

A woman, for instance, in choosing a vocation must settle with herself her duties as daughter, sister, wife, or mother—must decide what part the home and its concerns are to play in demands on her time and attention. For there are some families which seem to be jealously snatching back their members from too absorbing outside contacts and some whose bond of union seems to gather strength and reinforcement from the very variety of these outside contacts. And there are individuals for whom the family relationships make in themselves a full and satisfying life, and others for whom these relationships are but one and not necessarily the most significant of life's experiences. And there are vocations whose daily tasks can be honorably discharged and forgotten in the hearthside comfort, and there are others which implacably require that the disciple shall have father and mother and sister and brother and take up his cross and follow.

Just what can we do, we ask, in vocational guidance programs to develop in girls desirable attitudes toward life and work? Are there any practical methods which have been actually tried and have resulted in raising standards? Here are two or three suggestions which, though we have tried them only on a small scale, I submit because I have seen them work. Of course we know that we raise our ethical standards because we have been worked upon in one or all of three ways —through experience, through example, or through precept. We have had in Detroit as in other cities classes of high school girls working in stores on Saturdays and taking two class periods of salesmanship a week. Their experience has resulted in several cases in a definite improvement of social and professional ideals. "Did you know," demanded one indignant girl who had undertaken the work because her father, a millionaire, had told her to "jump into that chance with both feet,"—"Did you know how these girls have to live—how they have to wait on cold corners, after standing all day, for crowded cars? Why, we oughtn't to stand for it."

"I was scared to death when I started," confessed another. "I wanted to get under the counter and hide. I was so shy. I always hated to have to talk to people. But here I got so interested in other people I forgot my silly self."

On the basis of such remarks as these I suggest that actual experience of a type to teach desired standards be provided and that the results of this experience be made clear to the consciousness of the girls through expression in class discussions.

More potent even than experience is the power of example. Not even a religion can be put over on doctrine alone. We need an ideal personality to imitate. In bringing before groups of high school girls occasional lectures—successful women doctors, lawyers, teachers, librarians, nurses, business women—I have often noticed in the faces of the girls and in their later comments that something more than the information they are getting is moving them to want to go and do likewise. A vital spark is passing from personality to personality and kindling worthy ambition as doctrine never could. I suggest that this kind of work be greatly extended and that every occupation taught be vitalized by such personal contacts.

Now while ethical standards are of course absorbed incidentally through every subject taught and every class-room situation and above all through the personalities of teachers, a definite summing up of problems for intensive consideration serves to strengthen impressions received in a more general way. An outline of such problems was prepared for discussion in our continuation classes and was planned on the principle that standards are a matter of group practice—that the girl finds herself a member of a certain family, school, church, industrial, civic group and must be guided by certain standards in her relationship with each. Here are some of the problems presented to them—problems which grew out of their own actual situations. Of course care must be taken not to dogmatize, to avoid hard and fast conclusions.

Agnes wants to keep the money she earns for clothing. Her father says her wages hardly cover her board, and insists on taking it all, then buying her clothes.

The man to whom Ella is engaged wants to be married at once, but she is putting her brother through high school and he has another year to go. What ought she to do?

You have the power to appoint some one to a certain position. A personal friend who has done you many kindnesses, wants the position, and you feel that some of the other applicants are better qualified. What will you do?

In the above situation, what would you do if you felt your friend the best qualified, but knew the appointment would cause feeling and lay you open to criticism?

Laura was employed to do filing. She therefore refuses to answer the telephone when the clerk who does this is out of the room. She is careful to do her own job thoroughly, but believes she should not do any one else's work. What do you think of her attitude?

Pauline's people are ignorant foreigners. She is a very bright girl and has thus managed to stay in school, but her education has made her dissatisfied with her home, and her people are sorry they let her stay. Was it a mistake? What about educating people above their station?

Dora left school to go to work at 14 and now at 17 regrets it. She could go to high school now, but would be three years older than her classmates and continually embarrassed. What would you advise?

Edith, whose father is a millionaire, is taking a kindergarten course. She will be an unusually fine teacher, but the other girls in her class tell her she ought not to teach, because she does not need the money and is taking the position from some other girl who does.

The man next door beats the children cruelly. One member of your family says it is better to mind your own business and not get into trouble with the neighbors. What do you think?

Perhaps the standard that needs the most emphasizing with girls is the standard of good sportsmanship. We must ad-

mit that women as compared to men are not good losers. Instead of being glad the thing we tried to do has been better done than we could do it, we are sometimes unhappy because it was done by someone else. We still find it hard to applaud the good work of a rival, we have been known to accept special privileges, to expect special indulgences, to stoop to tears or wiles to win our goals. We fail now again in effective team work. We may express this failure in different ways, but the charming woman who told me she had resigned from a committee because Mrs. Very Charming Too had been put on it—"She is a perfectly lovely woman, my dear, and I wouldn't say a word against her for the world. It is just that I am temperamentally unfit to work with her"—meant the same thing as the little girl whom I found refusing to play the game in the gymnasium—"No, I'm not sick, but that pig of a Lillie Wolfe was chosen on my side." Perhaps we older women will never really learn to be good sports but at least we have learned to be ashamed of poor sportsmanship and very tired of the unsportsmanlike ways we have had to work, and we are pinning our faith to this younger generation and are looking forward to watching their good fight and their straight race and their clean game to take the stain of it out of our souls, and the bitterness of it out of our hearts, and the taste of it out of our mouths forever.

VOCATIONAL GUIDANCE IN THE JUNIOR HIGH SCHOOL

An Address at the Summer Conference of the New England Vocational Guidance Association, Harvard University Summer School, 1922.

LEONARD V. KOOS

Professor of Secondary Education, University of Minnesota

It is my plan to give in twenty to twenty-five minutes some commonplaces—and I am certain they will seem to you to be commonplaces—bearing on vocational guidance in and through the junior high school. I am going to come right to the point so as to save time.

A. (I) Of course, the junior high school will have to be concerned with guidance as a part of our whole scheme of guidance. As I look at the secondary school period, it is the period extending from the seventh through the fourteenth grade of our school system, a period of eight years for the average child. Looked at from one standpoint, this is the period of guidance. During this period decisions ought to be made with reference to occupational destination, and in other matters where guidance is necessary. What we do through our present typical organizations of the system of education is to cut across this period of secondary education, this period of guidance. We cut across it at two points and those points are between the eighth and the ninth grades and between the twelfth and thirteenth, so that we have three units in our school system, or three types of institutions working at this job of guidance. When you split that job up among three types of institutions that are very different you have three slants on this whole program of guidance, three slants likely to be very different. You break it up into three pieces so that it is not likely to be consistently or coherently done. It is, therefore, my belief that we should have within the secondary school the whole period of guidance, administered probably not as a single unit, but at least as a unified period of secondary education throughout which largely the same types of interests will be operative and the same objectives apply.

At the present time we do not have much in the way of guidance in the elementary school. About the only thing of this sort is the visit of the principal of the high school to the elementary school, when he brings his papers, asks the children to select curriculums, and to "sign on the dotted lines." In the four-year high school these children are the recipients of the only real guidance that is available in our system. On account of the organization of the traditional system the problems of guidance have been centered there. The college has of late begun to do a little along guidance lines during the first year, although most of our colleges are leaving guidance as a systematic program alone. In order to have guidance effectively done we need to bring it all together into a single scheme of secondary schools.

(II) What concern is this to the junior high school? This, that the junior high school covers the portion of the period during which the problem of guidance is most acute. The lower portion of this whole new secondary school period, which should to my mind include eight years, is the more important for guidance of the two periods into which our secondary schools of the future are likely to divide, although the obligations, the responsibilities of guidance will also rest very heavily on the senior period above.

I want to have you look for a few minutes at the junior high school and its special purposes to see how heavily the guidance function rests upon that unit in the system. A good deal of what I say at this point will be repetition to you. You have heard it in classes and elsewhere. But I want to examine briefly a few of those special purposes of the junior high school and then move on to some extent to a brief treatment of the means of achieving or of performing that guidance function.

One of the first things you find in any complete statement of the distinctive purposes of the junior high school is that it will retain a larger proportion of children than have been retained heretofore. This in itself throws upon us the problem, the obligations, of more guidance than we have been giving in the school years concerned. With a greater variety of students represented in those particular grades we are obliged to provide machinery for directing these children to the various kinds of training for the occupations in which they will participate. Another one of these special purposes that one finds in any complete canvass of the literature is that the junior high school is designed to recognize individual differences. But you cannot recognize individual differences until you have first found those differences, and a part of the guidance program is ascertaining those differences. Then, of course, we find as another special purpose a very frank and open acknowledgment of the necessity for exploring for guidance in this junior high-school period. Another purpose we might name while dealing with the junior high school is that we must provide the beginnings of vocational education. How can we decide which of these beginnings is to be taken by a particular child without some recognition of our obligations in guidance? Lastly, there is this period of adolescence of which the advocates of junior high school speak. It begins in the neighborhood of the sixth, seventh, and eighth grades,—that is, for most children. One of the interests of adolescence is occupations. Because during this period the child is approaching adulthood, he is approaching adulthood in his interests. His concerns turn more to the occupational than during preadolescence.

(III) With this brief canvass of these special purposes I can move now to the third aspect of this whole matter of guidance in the junior high school, preliminary to the brief description of means, the range of guidance requisite. It cannot be restricted to occupational guidance. It will need to be disciplinary guidance and social guidance in the narrower concept of the term. It will need to include educational, vocational, and, of course, recreational guidance. We have been inclined in this country to discredit the recreational interests of children and of the adults. We have failed to recognize training for recreation as a legitimate part of the training of our young people for their present life and for adulthood. Because of this neglect, of course, we have given relatively little concern to guidance in and toward recreational pursuits. We need to provide guidance along that line by providing types of recreation which these young people can try out.

We have, thus, in the first place, the junior high school as the first unit of our longer period of secondary education, if we accept the junior high school idea. This period of secondary education, from one vital standpoint, constitutes the period of guidance. In the second place, we have a number of special purposes of the junior high school which urge upon us some program of guidance in that unit. And in the third place we have a great variety of life and its interests in which these children need guidance. In consequence, the obligations are there and the question becomes, how to do it. I plan now to give a few suggestions for a plan of activities and procedure that should be included in a program to effect guidance in and through junior high school.

B. (I) In this plan, one of the first things we shall have to think of is the program of studies in its relationship to the whole problem of guidance. This consideration of the program of studies distributes itself under several different heads. The first one concerns the types of programs of study which are in use now. We have several of these. A simple one is the single-curriculum type, which is completely prescribed, i. e., the same content is prescribed for all children. There are very few of this type, very few administrators or groups of teachers having the temerity to introduce a strictly single-curriculum type into the junior high school. Obviously, it provides relatively little opportunity for the performance of the guidance function.

Another type which we designate by the name of the multiple curriculum program may have several curricula, e. g., an academic curriculum, a home economics curriculum, and so forth. Each curriculum is intended for a particular group of children who are presumed to pursue it usually throughout the three-year period. We have some instances of that pure multiple-curriculum type where all the work is prescribed. If we have three curricula the child starts in the first year of one of these, his work being prescribed throughout the pursuit of that particular curriculum. This procedure obviously cannot satisfy the guidance purposes, because it does not assume that the child should be permitted to shift from one curriculum to another, and it therefore operates to prevent adequate exploration.

We have a third type, the constants-with-variables. In this type, certain materials are required of all children and then throughout the three years of junior high school certain other portions are made variable. The pupil may shift from one kind of variable to another under proper guidance. He may try himself out, he may be tried out—may explore himself or be explored—by making contact with a variety of educational materials.

There is a fourth type, a combination of the multiple-curriculum and the constants-with-variables, which I cannot take time to describe, but the nature of which may be judged from what has already been said. The third and fourth types are the only ones which are feasible in order to provide the possibilities of exploration to any adequate extent. The single-curriculum and the pure multiple-curriculum types do not seem to me to be practicable because they fail to provide the exploration essential during this earlier portion of the secondary school period.

(II) The second aspect of the means of exploration or guidance during the junior high-school period is the materials of instruction. These must be changed definitely from those of the conventional type in order to provide the guidance essential in this period. That is to say, the traditional curricular materials of the seventh, eighth, and ninth grades as now administered are inadequate for the purposes under consideration. For instance, we need in the constants to insist upon some contact with the field of science. Children need early to be brought in contact with the materials of science for exploratory reasons as well as for their other values. We need to introduce some supra-arithmetical mathematics into the seventh and eighth grades, grades in which it has not traditionally been found. I refer here to elementary parts of algebra and our English needs to be changed in character in order to make the performance of this function of guidance anything like a satisfactory performance. Variables need to be wide in range and character in order to permit the child to explore to some extent the possibilities of the fields represented and also for us as administrators and teachers in junior high schools to explore the child while his own exploration is in process.

(III) As to the industrial arts and their relationship to guidance I want to say a few words. The bench-work in wood and the desultory bits of mechanical drawing which we have in many seventh and eighth grades cannot be regarded as adequate for purposes of exploration. We must provide a wider range of industrial arts for this purpose both in the constant and in the the variable portions of the program of studies. Although it is not the typical situation, there are marked tendencies in the direction of providing a wider range of these curricular contacts.

Here is a little volume by Edgerton, on Industrial Arts in the Junior High School containing some things worth looking at. He indicates here, after having made a questionnaire canvass, the proportion of these schools in communities of several sizes that provide a number of different kinds of exploratory materials or industrial contacts through the junior high-school industrial arts. For example, we find in junior high schools in ninety-six per cent of the cities of 25,000 to 200,000 population six to sixteen types of industrial activities, which means of course a somewhat greater range and variety than in the traditional type of mechanical drawing and bench-work in wood still all too prevalent in unreorganized schools. Such restricted materials are valuable, of course, but they are inadequate to the wider purposes of exploration. Among other things Edgerton made a canvass by means of his questionnaire of the primary purposes to be held in mind in these industrial arts. According to his returns a proper function of junior high-school industrial arts is "contributing to general experience all round development and industrial intelligence." The second main function of these materials is "aiding in the intelligent selection of industrial occupations without encouraging early choices." The second in importance is thus the purpose of guidance and exploration with which we are here concerned.

Another man, Kenneth V. Carman, has written recently on this subject and reports a study which he made of the valid special purposes of the junior high-school industrial arts. He listed twelve statements of purposes and asked a number of experts in the field to indicate their preferences. He wanted to find out what this large group regarded as the special primary purposes of the industrial arts in the junior high school. "Vocational guidance" value is an important constituent of the statement of purpose held in highest esteem by the persons passing judgment. It is likewise a constituent of each of the two statements of aim standing next highest in the appreciation of this group of judges. There seems therefore to be rather general agreement that one important function of junior high school industrial arts is guidance.

Of course, in order to have these industrial arts perform this function we must not restrict the type of activity merely to the tool or manipulative experiences involved. The pupil should also canvass to some extent the wider relationships of each industrial art pursued to other arts, the sources of raw materials used, the services rendered to society, the opportunities of self-realization within each field, including attention to the standard of living attainable, and so forth. The pupil should be brought into contact with the conditions under which the skills being developed are applied in industry, through opportunities for visiting places where the work is going forward and through approximation to the conditions of industry in school shops. The school conditions cannot, and should not in many instances, be just like the

conditions in industry, but it is desirable to approximate the latter, especially in view of the guidance values and social values to be secured.

I propose to say a word or two about unit courses. There are people in the country who go about telling us, at least by implication, that there can be no junior high school unless there are included in the educational offering these distinct, short-unit courses introduced for the purpose of guidance. I admit that they are likely to be of considerable value. They are not, however, a *sine qua non* of the junior high school. Proper guidance can be provided through these industrial materials without offering what have come to be designated as short-unit courses. The boys in these shops should not, on the other hand, be restricted to manipulative experiences in bench-work in wood only. We need at least to move in the direction of combination units of work of shorter or longer duration involving two or three types of industrial activity.

(IV) Another one of the means to be used for guidance in the junior high school is the course in vocational civics or vocational information, sometimes referred to as the "life career" course. I should make that course in my junior high school a constant—I should require it of all children. Certainly, should require it of all boys, in the first place, because it is of large socializing value, realized through bringing the child into contact with the work of the world; in the second place, because it puts him in a better position to decide what his line of life work is going to be. I want to give an illustration of the guidance value of such a course. A course of this kind was introduced, partly at my suggestion, into one of the little comunities west of Minneapolis, a small industrial community, largely foreign. It was introduced into the last half of the eighth grade. The group taking it was small. This eighth grade was not in a junior high school but in a system which is moving over to the junior high school reorganization as rapidly as possible, considering local conditions. A group of something like thirty boys and girls took the course referred to. At the opening of the course the pupils were asked whether or not they were going on to high school. In the group there were eight not planning to go to high school. At the end of the course they asked the same question and all those eight children indicated that they were planning to attend high school. The course had at least shown them the small opportunities of the individual who does not get more extended education.

(V) The extra-curricular activities, rich in guidance values, occupational and otherwise, I need only mention, because I think the educational world in general is recognizing this extra-curricular field as an excellent place for performing this vocational guidance function.

(VI) In any complete program of guidance there must be a scheme of testing, mental, educational, and occupational. I shall not enter into discussion of this aspect as Professor Proctor is to deal with it in his presentation this afternoon.

(VII) Lastly, we must have some sort of administrative organization of guidance in the junior high school. I am not certain just what that should be. I am certain of this, however, that the teacher must be regarded as a very important element in the performance of this guidance function and of this advisory organization which we introduce into our junior high school. The teacher's judgment is and should be the most informative we have. And the teacher should be well equipped for these relationships. The teacher needs to prepare himself for assistance along these lines. He who is a specialist in a subject needs to have the technique of measurement peculiar to that field. A teacher must also be an assistant in the matter of guidance in a more general way through our advisory organization. Every junior high school must come to have this advisory activity on the part of the teacher, and also some sort of head for it. In small junior high schools the work of direction of guidance may best be done by the right kind of principal. In a larger unit it may be necessary to provide a separate official, for example, a part-time teacher with special training for the work. In even larger junior high schools full-time persons will be required to head up the guidance work. This work needs to be headed up, it needs to be coordinated. You cannot have everyone working at guidance in his own way.

These are all the commonplaces that I feel moved to present. It seems to me the items indicated are feasible and necessary of introduction. Let me repeat in conclusion that there is a wide opportunity for guidance in the junior high school and it is especially pertinent as we bring larger and larger proportions of the children of those ages into our junior high-school grades—as we expect to do through reorganization.

BULLETINS OF THE JUNIOR EMPLOYMENT SERVICE

The Junior Employment Service of the Department of Labor has begun to issue, in mimeographed form, a NEWS LETTER and BULLETINS on matters of current interest. The first NEWS LETTER is dated September, 1922. It contains accounts of the activities of the Junior Division in various parts of the country; a report of the section meeting on Vocational Guidance of the National Educa-

tional Association; a report of the Children's Bureau Conference on the issuance of employment certificates; a copy of resolutions endorsing the Federal Employment Service by the American Association of University Women, by the National Federation of Business and Professional Women's Clubs. The National League of Women Voters, National Council of Jewish Women and the National Women's Trade Union, and the National Vocational Guidance Association.

The final section contains reviews of new books and magazine articles which are of special interest.

The NEWS LETTER promises to be of great value to all those interested in Vocational Guidance. If you are not already receiving it, write to Miss Mary Stewart, Director of the Junior Service Department of Labor and ask to have the letter sent to you regularly.

The first BULLETIN deals with a brief description of the work of the Junior Placement Office in Pittsburgh by Wesley M. Rossier, Field Secretary, Pittsburgh Public Schools, Department of Vocational Guidance.

The second bulletin contains the Address given by Miss Mary Stewart at the Tenth Annual Meeting of the International Association of Public Employment Service held in Washington in September 1922.

NOTES FROM THE FIELD

It is the purpose of the Trustees of the National Vocational Guidance Association to make the Bulletin of the Association a means for the interchange of ideas and news among all workers in the field, and especially to provide opportunity for presenting the activities of the local associations. The secretaries and other officers of the branches are asked to send all interesting news items of their associations and localities promptly to the Bureau of Vocational Guidance, Graduate School of Education, Harvard University, Cambridge, Mass., for inclusion in current numbers of the Bulletin.

ACTIVITIES OF THE NEW YORK VOCATIONAL GUIDANCE ASSOCIATION

The New York Vocational Guidance Association, I. David Cohen, president, is now two years old. The second year of its activity has been very successful. Through a series of conferences, the subjects of Vocational Guidance in our Schools and Vocational Guidance in Industry were discussed.

At the first conference upon The Need of Vocational Guidance in our Schools, every type of school in New York City was represented. Dr. Gustave Straubenmuller, Associate Superintendent of Schools in Charge of Vocational Activities, spoke on the Need for Vocational Guidance in Modern Education. He traced the rise of modern industry, the origin of Vocational Guidance, and the growth of the movement in this country, concluding that vocational counselors were needed in the schools and that occupational information should be given.

Dr. Michael Lucey, Principal of Julia Richman High School, stated that he had sent out a questionnaire to all the high schools of the city and that all were active in advising children in choosing an occupation and in helping them to secure congenial work.

Dr. R. Wesley Burnham, Principal of the Haaren Cooperative High School, explained that the pupils of his school spent one week at work and one week in school. This affords a fine opportunity for practical vocational guidance.

Mr. Morris E. Siegel, Director of Evening and Continuation Schools, discussed what these schools were accomplishing. The child is treated as an individual and his abilities and ambitions are studied, developed, and directed. Occupations are studied, information is given to the child about the work he wishes to select, and a program for vocational education is planned in accordance with immediate needs. Mr. Siegel envisioned the Continuation School of the future, an institution where the adolescent boy and girl would be supervised during a most trying period,—the start in life.

Among other speakers were Mr. Louis Marks, who told what the elementary school was doing, testing, offering prevocational experiences, and modifying the courses of study to meet the needs of vocational guidance.

Mrs. Max Morgenthau, Jr., representing the Vocational Guidance and Employment Service for Juniors, discussed the activities of that bureau. They were studying the abilities of the children who applied to them, offering not only advice but valuable assistance, and placing children in congenial employment. On the one hand, they studied occupations and cooperated with employers. On the other, they studied and advised the child.

At a second conference, The Need for Vocational Guidance in Industry was discussed by the State Industrial Commissioner, Mr. Henry D. Sayer, and by the President of the Brooklyn Personnel Manager's Club. Mr. Raymond Farren, who is also Employment Manager for The Mergenthaler Linotype Company.

The Industrial Commissioner outlined what the State was doing for Vocational Guidance, its employment policy, and child welfare activities. He welcomed the assistance that such an organization as The New York Vocational Guidance As-

sociation could give, and invited it to cooperate and make suggestions.

Mr. Farrell told what employment managers expected of workers, how employees were selected and trained, describing the system of tests used in some plants, and stated that employment managers believed that vocational guidance could be of great value to them in their work.

Both meetings were well attended, there being about two hundred at the spring meeting and one hundred at the fall one.

The plans of the Association for the coming year include conferences at which different organizations such as the Y. M. C. A., the Y. W. C. A., The Vocational Guidance and Employment Service for Juniors, The Bureau of Vocational Information, The Big Brothers and Big Sisters will present their special problems; close co-operation with schools and employers; and experiments in testing and disseminating vocational information.

The Association has cooperated closely with various movements to promote vocational guidance. A section has been established in The New York Society for Experimental Research in Education, known as The Vocational Guidance Section. This is taking up the problem of Commercial and Industrial Testing.

The College of The City of New York is conducting training courses for Counselors in The Problems and Principles of Vocational Guidance.

I. DAVID COHEN, President.

WASHINGTON (D. C.) VOCATIONAL GUIDANCE ASSOCIATION

The Washington Branch of the National Vocational Guidance Association has addressed a communication to the Asst. Supt. of Schools requesting that a "Central Office" be established and maintained for the purpose of acting as a source of information and clearing house for the work of the Counselors, appointed some time ago in the several graded and high schools.

Mr. J. Tandy Brown has been recently appointed Director, Boys' Achievement Clubs in the Community Center Department of the Public Schools of Washington, D. C. In addition to this work, Mr. Brown will conduct a Vocational Guidance Clinic once a week in the Cleveland School building.

The Washington Branch now numbers twenty-three members. The Assistant Superintendent of Schools joined recently.

During an informal conference between Miss L. C. Randolph, Prin., O St. Vocational School, and Mrs. Harriet Shadd Butcher, Teacher in the Business Department of Dunbar High School, on matters relative to placing a number of girls in the O St. School for the purpose of getting a certain amount of industrial work, the subject of Vocational Guidance was mentioned and discussed. During this conference it was suggested by one, that a meeting be held calling in others interested in the matter, to discuss the advisability of forming an organization to promote and encourage the study and practice of this valuable educational movement.

The suggested meeting was held on Friday, February 17, 1922 at O St. Vocational School and the matter was discussed in many of its phases.

Miss Randolph acted as temporary chairman and entertained a motion put by Mrs. Butcher, "that those assembled join the National Vocational Guidance Association, and request permission from that body to form a Local Branch." The motion was seconded and carried.

Mr. J. Tandy Brown was called upon and outlined the principles of vocational guidance, and stated the policy of the National Vocational Guidance Association of which he was a member.

Upon the motion of Miss Lucy E. Slowe, Principal, Shaw Junior High School, Miss Randolph was elected President of the body and upon a subsequent motion, Mr. J. Tandy Brown, was elected Secretary.

MINNEAPOLIS

Miss Ella S. Moller, Secretary of the Vocational Guidance Association, Minneapolis, reports that the first meeting for 1922-3 will be held Friday, Nov. 24th, at the Girls' Vocational High School, with two speakers, Dr. C. A. Prosser of Dunwoody Institute, and W. F. Webster, Supt. of the Minneapolis Schools. They will discuss The Place of Guidance in the Education of Life. Invitations to this meeting are extended to business men, club women, welfare workers, and others who are interested in the work.

Three other meetings are planned for January, March, and May, with the possibility of extras, if desirable speakers can be secured.

THE NEW ENGLAND VOCATIONAL GUIDANCE ASSOCIATION

Following the annual meeting on March 28, 1922, the Trustees of the New England Vocational Guidance Association organized for the year 1922-1923 with the following officers:

President—Frederick J. Allen,
Bureau of Vocational Guidance of Harvard University, Cambridge, Mass.

Vice-President—Jeremiah E. Burke,
Superintendent, Public Schools, Boston, Mass.

Treasurer—Rebecca Anslow,
Vocational Assistant, Trade

School for Girls, Boston, Mass.
Secretary—Laura F. Wentworth,
Vocational Assistant, High School Practical Arts, Boston, Mass.
Member of Executive Committee—
Susan J. Ginn, Director, Vocational Guidance, Boston, Mass.

The first work of the new year in April, 1922, was to conduct an extension meeting in Taunton, Mass., under the auspices of the Boys' Club Association and various other organizations. Four different group meetings were held in Taunton on the same day, and different phases of Vocational Guidance were presented at each. The meetings were all very successful and much interest in Vocational Guidance was shown.

In May, 1922, the first bulletin of the New England Vocational Guidance Association was published, which contained the addresses given at the Mid-Winter Conference of the Association at Boston University, together with a report of the President for 1921. This bulletin was distributed to all active members and was placed on sale for the general public. It has proved to be a very valuable publication, and calls for copies of it have come from all over the United States.

Early in July a most successful meeting on Vocational Guidance was held in connection with the National Education Association in Boston. Mr. Allen of Harvard University, President of the New England Vocational Guidance Association, was chairman of this meeting, and the speakers were of national prominence in Vocational Guidance work. The addresses given are reported elsewhere in this bulletin.

The annual summer conference of the association, planned in connection with the Harvard University Summer School, was held on August 2, 1922, with an interesting program. A large and enthusiastic audience attended this meeting, which was unquestionably one of the finest we have ever held.

The first meeting of the fall season was held at the Boston School Committee rooms, Mason street, on October 26, 1922. At this time President Allen outlined the work for the opening year and introduced Professor Brewer of Harvard as the principal speaker of the afternoon. Professor Brewer gave a most valuable talk on "A Comprehensive Plan for Vocational Guidance." A discussion by various members of the association followed. This meeting was very largely attended and the enthusiasm shown argues well for a very prosperous and profitable year's work for the association.

LAURA F. WENTWORTH,
Secretary of the New England Vocational Guidance Association.

THE LATE ELI W. WEAVER: AN APPRECIATION

The members of the National Vocational Guidance Association have lost an influential friend and coworker in the passing on of Mr. Eli W. Weaver, Lecturer on Vocational Guidance in Columbia University. A teacher in the public schools throughout most of his active life, he was one of the pioneers in the field of vocational service to young people. When the work of Professor Frank Parsons in Boston became known, with the first use of the term "vocational guidance" and "vocational counselor" in 1908, Mr. Weaver was one of the first educators in the country to respond to the new movement and remained always its stanch supporter. His own work became organized upon the principles set forth by Parsons and generally adopted throughout the country. Whereas earlier efforts to help young people choose the right vocations and the right courses in the school had lacked unanimity and system, now a more or less scientific vocational and educational guidance arose, steadily improving and winning acceptance to the present time. In all of this development Mr. Weaver took an active part. In convention and in individual work his vigorous personality impressed itself upon all who heard or knew him.

Mr. Weaver was a prolific writer, of pamphlets, articles, and books, from the first. While still teaching in the Brooklyn, New York, Boys' High School he published "Profitable Vocations for Boys" and "Profitable Vocations for Girls." At the same time he did vocational guidance work for the Buffalo Chamber of Commerce. Later he became Director of Vocational Guidance for United Young Men's Christian Association Schools, and prepared still other books that have been of wide service to the Association Schools. The work of his life was fittingly recognized and crowned by his appointment at Columbia.

The writer first met Mr. Weaver about twelve years ago at the Vocation Bureau of Boston and has known him since as the most vigorous figure in vocational guidance in the Middle Atlantic states. Some personal friend or coworker may wish to write more particularly of his life and work. Such a contribution will be welcomed by the editors of this Bulletin.

Professor Parsons, James S. Hiatt of Philadelphia, Eli W. Weaver, and others have wrought nobly in the movement for the better vocational service for young people and adults in school and elsewhere. Of each it may be said,

"The light he leaves behind him lies
Upon the paths of men."

Frederick J. Allen

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